

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Family Ties

Practical Problem

What should I do about becoming a leader in my family?

References Used for this Lesson

Implementation Handbook for Family and Consumer Sciences, University of Missouri-Columbia, 2001. Instructional Materials Laboratory, University of Missouri-Columbia.

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002. Instructional Materials Laboratory, University of Missouri-Columbia.

Family, Career and Community Leaders of America, “*Power of One*”, Reston, VA.

Alternative Assessment: A Family and Consumer Sciences Teacher’s Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module, 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D.9 Utilize FCCLA programs to explore leadership related to families

Missouri Show-Me Goals/Standards Addressed

4.5 Develop, monitor and revise plans of action to meet deadlines and accomplish goals
CA4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

National Family and Consumer Sciences Standards Addressed

13.1.1 Examine processes for building and maintaining interpersonal relationships

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Plan and implement a *Power of One* project using the FCCLA “Family Ties” unit. (Synthesis)

Instructional Strategies

1. Plan and implement a *Power of One* project using the FCCLA “Family Ties” unit. (synthesis)

Think: Teacher led questioning for discussion: (Students respond on think pads)
(Communication)

1. *What do you enjoy or like about your immediate family?*
2. *What do you enjoy or like about a friend’s family?*
3. *Fill in the blank. I wish my family would _____.*

Pair: Students pair up and share their answers. As a part of communicating your answers remember to maintain eye contact and to rephrase what was communicated to be sure that you heard correctly.

Share: Students share their answers with the class. Practice good communicating by speaking clearly and directly to class members.

As students respond to the discussion questions, the teacher will use the “Discussion Scoring Sheet”, p.115 (*Alternative Assessments*) to assess student discussion. Review the discussion points with the class before discussion begins.

Questions for Discussion/Formative Assessment

1. *How did writing down your answers help you to focus on what you enjoy about families?*
2. *What communication skills did you use when sharing your information with a partner?*
3. *How did using these skills enhance your conversation?*
4. *How will your project build or maintain interpersonal relationships with your family?*

Handout and have students complete the FCCLA, “Family Ties Identify Concerns” section, pp. 15-18 (*Power of One*), explaining to students they will be planning a family related project they will actually be carrying out.

Lead students through the process of designing a “Family Ties” project. Be sure students build in definite markers for charting/monitoring their progress on the project they are designing as well as a means to evaluate their project. The project is to be carried out over the next 1-2 weeks with teacher monitoring of student progress every 3-4 classroom days.

Questions for Discussion/Formative Assessment

1. *What obstacles do you predict in completing this project?*
2. *What benefits do you predict for yourself as a result of this project? For your family?*

Follow through activities at completion of project could include individual student reflection of the *Power of One* project “Family Ties” unit. Students write a brief reflection paper on their project focusing on the evaluation portion of their project and the following questions.

REFLECTION QUESTIONS:

1. *As you reflect back on the project, to what extent were other family members engaged in the project?*
2. *Did you accomplish what you intended? How was your project goal met? How do you know, or how and when will you know that your goal was met?*
3. *How did you alter your goal or plan as you went through the project?*
4. *If you had the opportunity to do this project again, what would you do differently? Why?*

Assessments

Paper/Pencil:

1. Write a reflection paper on the Family Ties project you completed. Focus on the completed evaluation portion of the project sheet and the reflection questions provided.

Classroom Experience:

1. Analyze student discussion by completing the "Discussion Scoring Sheet". (Analysis, Communication)

Application to Real-life setting:

1. Plan, implement and evaluate a "Family Ties", *Power of One* project using the Family Ties Project Sheet. (Synthesis, Leadership, Critical Thinking)